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American Recovery & Reinvestment Act of 2009



● Introduction - Superintendent of Public Instruction, Denise Juneau



● Maintenance of Effort - Madalyn Quinlan



● Achieving Equity in Teacher Distribution - BJ Granbery

● Improving Collection and Use of Data - Madalyn Quinlan



● Standards and Assessment - BJ Granbery & Judy Snow

● Supporting Struggling Schools - BJ Granbery

● Question and Answer - All Presenters



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American Recovery and Reinvestment Act

Assurances Required for Education Funds And how they will drive reform





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Refresher

- Schedule of Presentations
 - Two weeks ago - Overview of ARRA
 - Today - Assurances
 - April 1 – Title I
 - April 15 - IDEA
- Check OPI website often:
 - “Recovery Act News”
 - Documents and questions/answers

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Today's Topic: Assurances

- Required for a State to receive State Fiscal Stabilization Funds (SF)
- Even if all the SF funds offset shortfalls in Higher Education, K-12 will still benefit by state funding holding steady for FY2010 and FY2011
- OPI and K-12 must show progress in certain areas to obtain a State Incentive Grant (Race to the Top Grants)

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Areas Covered by Assurances

1. College and Career Ready Standards and High Quality Assessments
2. Robust Pre-K to College and Career Data Systems
3. Improvements in Teacher Effectiveness and equitable distribution of qualified teachers
4. Intensive support and interventions for the lowest-performing schools

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Race to the Top Grants

- Sec. Duncan calls the State Incentive Grants "Race to the Top" Grants.
- Encourages multi-state consortia to seek excellence in the reform areas.
- States must show progress on the assurances to obtain one of these grants.
- 50% of the funds will flow to districts based on the Title I formula.

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Overall Goals of Education Funding in ARRA

1. Spend funds quickly to save and create jobs
2. Improve student achievement through school improvement and reform
3. Ensure transparency, reporting, and accountability,
4. Thoughtfully invest to minimize the "funding cliff"
(these are one time only)

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Governor's Application for SF

- Applications for the SF will be available to the Governor by the end of March
- The U.S. Dept of Ed is using data already submitted by OPI or found in other public reports for all the assurances except Maintenance of Effort
- Besides details on Maintenance of Effort, the Governor will need to describe in the application how the funds will be used. As of now, it all appears to be supporting Higher Education.

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1: Maintenance of Effort Assurance

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Maintenance of Effort

(A) ELEMENTARY AND SECONDARY EDUCATION

The State will, in each of fiscal years 2009, 2010, and 2011, maintain State support for elementary and secondary education at least at the level of such support in fiscal year 2006.

(B) HIGHER EDUCATION

The State will, in each of fiscal years 2009, 2010, and 2011, maintain State support for public institutions of higher education (not including support for capital projects or for research and development or tuition and fees paid by students) at least at the level of such support in fiscal year 2006.

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State Support for Elementary and Secondary Education

- FY 2006 \$598.1 million
- FY 2007 \$648.6 million
- FY 2008 \$687.3 million
- FY 2009 \$705.6 million
- FY 2010 \$713.4 million (HB 2)
- FY 2011 \$724.8 million (HB 2)

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2: Achieving Equity in Teacher Distribution Assurance

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Achieving equity in teacher distribution

- The State will take actions to improve teacher effectiveness and comply with the ESEA
- To address inequities in the distribution of highly qualified teachers between high and low poverty schools
- And to ensure low income and minority students are not taught at higher rates than other children by inexperienced or out of field teachers
- Baseline data for this assurance will come from the Consolidated State Performance Report (CSPR) already submitted by OPI to U.S. Ed.

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Achieving equity in teacher distribution

- Montana's data for SY2007-2008 reveals no difference in the percent of highly qualified teachers between high and low poverty schools
- High poverty Elementary Schools: 99.3% are highly qualified; low poverty: 99.8%
- High poverty Secondary Schools: 98.2 % are highly qualified; low poverty: 98.6%

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Achieving equity in teacher distribution

- In the last few months, OPI sent out surveys to collect more information on highly qualified teachers due to findings from the U.S. Dept. of Ed on our definitions in two areas:
- High School Special Education teachers who teach core academic subjects, and
- High School teachers with a minor instead of a major in subject they are teaching.

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Achieving equity in teacher distribution

- As a result of the new surveys and further refinements to the Annual Data Collection, changes in the percent highly qualified overall may drop slightly.
- We do not expect wide discrepancies to develop between high poverty and low poverty schools, however.

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Achieving equity in teacher distribution

- OPI does not currently collect information on experienced vs. inexperienced teachers, so that may need to be added to our data collection.
- Districts with more than one school per grade span will need to help ensure the equitable distribution of experienced vs. inexperienced teachers among schools in the district.

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#3: Improving Collection and Use of Data Assurance

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Improving Collection and Use of Data

- State will establish a longitudinal data system that includes the elements described in Section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871).

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Improving Collection and Use of Data

- U.S. Ed will use the results of a survey conducted in Sept. 2008 by the Data Quality Campaign and the National Center for Education Achievement to establish a State's baseline data for improving the collection and use of data.

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Required elements of a statewide P-16 education data system

- The State shall ensure that the statewide P-16 education data system includes the following elements:

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With regard to preschool through grade 12 education and postsecondary education . .

- ✓ A unique statewide student identifier that does not permit a student to be individually identified by users of the system
- ✓ Student-level enrollment, demographic, and program participation information
- ✓ Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs

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Continued . . .

- ✓ The capacity to communicate with higher education data systems
- A State data audit system assessing data quality, validity, and reliability

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With respect to preschool through grade 12 education . . .

- ✓ Yearly test records of individual students with respect to statewide assessments required by ESEA
- ✓ Information on students not tested by grade and subject
- A teacher identifier system with the ability to match teachers to students

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Continued . . .

- Student-level transcript information, including information on courses completed and grades earned
- Student-level college readiness test scores

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With respect to postsecondary education, data that provide . . .

- Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework
- Other information determined necessary to address alignment and adequate preparation for success in postsecondary education

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#4: Improving Standards and Assessment Assurance

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Assessment Assurances

- The state will enhance the quality of the academic assessments it administers to meet the requirements of Sec.1111(b)(3) of the ESEA through activities described in Section 6112(a) of ESEA.
- The U.S. Dept of Ed will use information from state specific letters issued in January and February 2009 to establish baseline data for this assurance. Montana has a fully approved system.

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Requirements

- Collaboration with higher education, other research institutions, or other organizations to improve the CRT beyond current requirements including valid and reliable assessments and accommodations for children with disabilities and/or with limited English proficiency
- Multiple sources to measure student achievement
- Chart student progress over time
- Development of comprehensive academic assessment instruments such as performance and technology-based academic assessments

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Current Projects

- Poise Montana for improving the CRT and inclusion of students with disabilities and students with limited English proficiency.
 - Current research grants
 - Current research partnerships
 - Plans for enhanced assessment grants and partnerships

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Current 2% Grant--EAG

- Enhanced Assessment Grant (EAG)—2% Grant
 - Collaboration of five states, Measured Progress, the Education Development Center (EDC), Arizona State University, and WestEd
 - High school reading
 - Investigate strategies that states can use to adapt their assessments based on grade-level academic achievement standards

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Current 2% Grant--GSEG

- General Supervision Enhancement Grant
- Collaboration with Measured Progress, Children's Progress, WestEd, and Mountain Plains Regional Resource Center
- Grade 7 Reading and Math, Grade 8 Math
- Investigate a computer-based format with prompts for items based on students' answer choice

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Current Partnership Online Accommodations

- "Critical Partner" for an Enhanced Assessment Grant (EAG) awarded to New Hampshire, Vermont, and Rhode Island
- Collaboration with Nimble Assessment System, 8 other states, Measured Progress, and the National Center for Educational Outcomes
- Purpose to provide universal access through computer-based testing. Grant is researching the delivery of state tests online to students with targeted accommodations
- Grades 4, 8, and 11 Science

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Current Partnership Accommodations for Students Identified as LEP

- Northwest Regional Comprehensive Center
- Research on accommodations for students identified as Limited English Proficient

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Future Directions

- Continue the research collaborations and apply for grants to move the work from research to implementation
- Continue the partnership with New Hampshire to apply for a grant to pilot online accommodations in Montana
- Both the GSEG grant (online testing) and the New Hampshire online accommodations projects can set the stages for exploring online testing statewide
- Partner to study and set the stages for online testing statewide
- Continue to partner on accommodations research for students identified as Limited English Proficient

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Improving Standards

- States must take steps to improve state academic content standards and student academic achievement standards consistent with the America COMPETES Act.
- The U.S. Dept. of Ed will use baseline data from Achieve's 2009 report "Closing the Expectations Gap" to establish this baseline.

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Improving Standards

- States must identify the content knowledge and skills necessary for success without remediation in higher education, the workforce, and the Armed Forces.
- This must be based on detailed requirements obtained from institutions of higher education, employers, and the Armed Forces.

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Improving Standards

- States must then identify and make changes that need to be made to:
- secondary school graduation requirements
- academic content standards
- academic achievement standards

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Improving Standards

- and assessments which precede graduation in order to align the requirements, standards, and assessments with the knowledge and skills necessary for success in academic credit-bearing coursework in postsecondary education, in the 21st century workforce, and in the Armed Forces without remediation.

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Improving Standards

- Current standards revision work in Montana conducted by the OPI Accreditation Division with many participants from across the state has already begun to incorporate the changes needed for preparing students for the 21st century workforce. Other efforts will follow in order to make progress on this Assurance.

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#5: Supporting Struggling Schools Assurance

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Supporting Struggling Schools

- The State will ensure compliance with the requirements of ESEA related to corrective action and restructuring for schools that continue to not make adequate yearly progress.
- Currently there are 5 schools in corrective action and 40 in restructuring (3 of those in restructuring are in holding and could be out of improvement if AYP is made this year).

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Corrective Actions

- A district is required to take one or more of these corrective actions with a school in this status:
 - Replace school staff who are relevant to the failure to make AYP
 - Institute and fully implement a new curriculum including appropriate professional development
 - Significantly decrease management authority at the school level

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Corrective Actions

- Appoint an outside expert to advise the school on its progress toward making AYP
- Extend the school year or school day
- Restructure the internal organization of the school
- Note: If a district fails to take action, the State is required to take one or more of the actions.

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Restructuring

- After a year of planning the restructuring of a school in this status, the district must implement one of the following alternative governance arrangements, consistent with state law:
 - Reopen the school as a charter school
 - Replace all or most of the school staff (including the principal) who are relevant to the school not making AYP

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Restructuring

- Contract with an entity such as a private management company to operate the school
- Turn the operation of the school over to the State, if permitted and agreed to by the State
- Any other major restructuring that makes fundamental changes to school governance

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Supporting Struggling Schools

- For baseline data on this assurance, the U.S. Dept of Ed will use data from the Consolidated State Performance Report (CSPR) on the names and numbers of schools in corrective action and restructuring for the 2008-2009 school year (based on assessments in the 2007-2008 school year).

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WRAP UP

Don't forget to submit a question by typing it in the Q & A box on the left of your screen.

We will answer questions now and will post written answers within a few days on the OPI website under "Recovery Act News".

This full presentation will also be available there for future viewing and listening for your convenience.

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